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ABSTRACT

This booklet deals with ideas, plans, and activities that have worked to gain election successes; and it discusses the pitfalls and problems that have produced election failures. The report tells how to organize people and jobs, and provides a timetable for actions during the last 12 weeks of a campaign. The authors suggest that most successful school election campaigns are long-range. They also note that the best indication of how a person will vote in the next election is how he voted in the last school election. A number of other suggestions for winning elections are provided. (JF)

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SCHOOL BOND ISSUES: Pass-Fail



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Community Plan of Action in Support

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SCHOOL BOND ISSUES: Pass-Fail

Community Plan of Action in Support of Schools

by

C. Montgomery Johnson

and

Virginia Clocksin

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SCHOOL BOND ISSUES: Pass-Fail

Community Plan of Action in Support of Schools

.....INTRODUCTION

..... ABOUT THE AUTHORS

CHAPTER 1.....WHAT IS A CAMPAIGN?

CHAPTER 2.....THE OBJECTIVE

CHAPTER 3.....THE FIRST 9 MONTHS

CHAPTER 4.....THE CAMPAIGN'S LAST 12 WEEKS – Organizing the people

CHAPTER 5.....THE CAMPAIGN'S LAST 12 WEEKS – Organizing the jobs

CHAPTER 6.....THE CAMPAIGN'S LAST 12 WEEKS – Timing the action!

CHAPTER 7.....THE OPPOSITION

..... SUMMARY

INTRODUCTION

We have reached a point in our society where educational excellence is no longer for granted.

Yet, from Montana to Massachusetts, in towns and cities throughout the country, we are suffering voter rejections of special operating levies and building bond issues in unprecedented numbers. The defeat of tax levies and bond issues reflects a deep reluctance by citizens to fund their schools locally with increased property taxes.

The consequences, measured in words, may not seem similar. In one school district, officials may resort to double shifting kids for lack of space --- reduced class size, time in each class, reduced course options.

In another school system, repeated levy rejections result in increased class size, receiving less individualized instruction, the elimination of vocational programs, maintenance of buildings and non-replacement of obsolete school buses.

In a third school district, interscholastic sports, perhaps the only link between staying in and dropping out, are eliminated; library and text book programs, music, foreign languages and English classes are curtailed or watered down.

The communities are different, the actions dissimilar, but the results are the same. When education is weakened, the future of every child is jeopardized. When education is weakened, the confidence in her institutions is undermined.

It is a common tragedy - one that is shared by parents and children alike. No one should have to apologize for an education they didn't get, because of a failure in public education in which they have no voice and over which they have no control.

This booklet offers a plan to help your community achieve or restore educational excellence.

There is no single way to guarantee levy and bond passage. There is no magic formula for defeat. Nor does this booklet try to list everything that can be done in a community to explain all there is to know about voters and communications and organization.

Instead, it deals with fundamentals -- with ideas and plans and activities that can gain election successes -- and with pitfalls and problems to be avoided in election failures.

This action plan has been prepared for use by members of civic clubs, PTA's, citizens' campaign committees, school board members and others alike. It is not intended to replace winning combinations that you have developed in past school election campaigns. Where something done in the past has worked, keep it. But where school districts have not found victory at the polls, or where the situation is slim and getting slimmer, this plan and your organization may well be the difference between failure and success for schools and for kids preparing for tomorrow's world.

DUCTION

We have reached a point in our society where educational excellence cannot be taken for granted.

Yet, from Montana to Massachusetts, in towns and cities throughout the nation, public schools are suffering voter rejections of special operating levies and building bond elections in unprecedented numbers. The defeat of tax levies and bond issues reflects an increasing reluctance by citizens to fund their schools locally with increased property taxes.

The consequences, measured in words, may not seem similar. In one school system, school officials may resort to double shifting kids for lack of space --- reduced time in school, reduced time in each class, reduced course options.

In another school system, repeated levy rejections result in increased class size with students receiving less individualized instruction, the elimination of vocational programs, and delayed maintenance of buildings and non-replacement of obsolete school buses.

In a third school district, interscholastic sports, perhaps the only link for some teenagers between staying in and dropping out, are eliminated; library and text books are not replaced; music, foreign languages and English classes are curtailed or watered down.

The communities are different, the actions dissimilar, but the results are the same. Some kids are sparked by home economics or mathematics, some by vocational training, art or foreign language and some by competitive sports. When the curriculum is diminished, education is weakened. When education is weakened, the future of every child is jeopardized and America's confidence in her institutions is undermined.

It is a common tragedy - one that is shared by parents and children alike. America's kids should not have to apologize for an education they didn't get, because of a tax system for public education in which they have no voice and over which they have no control.

This booklet offers a plan to help your community achieve or restore educational balance.

There is no single way to guarantee levy and bond passage. There is no single plan to prevent defeat. Nor does this booklet try to list everything that can be done in a school campaign; or to explain all there is to know about voters and communications and organizing techniques.

Instead, it deals with fundamentals -- with ideas and plans and activities that have worked to gain election successes -- and with pitfalls and problems to be avoided which have produced election failures.

This action plan has been prepared for use by members of civic clubs, school booster organizations, PTA's, citizens' campaign committees, school board members and school personnel alike. It is not intended to replace winning combinations that you have found to work in past school election campaigns. Where something done in the past has worked, do it again -- better. But where school districts have not found victory at the polls, or where margins of success are slim and getting slimmer, this plan and your organization may well be a turning point for local schools and for kids preparing for tomorrow's world.

ABOUT THE AUTHORS

C. Montgomery Johnson has been actively involved in educational, political and governmental affairs for nearly a quarter of a century.

From 1950 to 1956, Johnson was Public Relations Director for the Washington Education Association. During 1955-56, he was on the Executive Committee of the National School Public Relations Association. He was Washington Public Affairs Manager for the Weyerhaeuser Company (1956-64).

Johnson was a member and chairman of the Vashon (Washington) School District, Board of Directors from 1959-64. He engineered successful annual levy and bond issue campaigns in his school district for 12 consecutive years.

In 1953, he authored a school campaign manual for the Washington Education Association titled *Workin' on the Levy*. It was based on findings from more than 100 school levy and bond issue campaigns held that year.

Johnson holds a Master's Degree from the University of Washington, is a 1959 graduate of Stanford University's Executive Development Program and in 1969-70 was a Fellow at Harvard University's Institute of Politics.

Virginia "Gini" Clocksin, co-author and principal associate in C. Montgomery Johnson Associates, is a former member of the Washington State House of Representatives. She served on the Appropriations and Education Committees and as vice-chairman of the Natural Resources Committee.

Mrs. Clocksin also understands political campaigns and voter behavior. She confounded the experts in 1966 when she was elected to the state legislature from a district which had only once previously in 40 years elected a legislator from her political party. The following year, 1967, she was voted one of the "Outstanding Young Women of America" for her political and governmental service.

The former legislator also did much of the research, organizing and editing of the book Public Opinion, Voter Behavior and School Support, a publication which is now in use in school districts in more than half of the states in America.

The Johnson-Clocksin consulting team was retained to engineer a number of "impossible" school election victories in school districts in Washington State during 1971 and 1972---districts which had lost as many as 5 consecutive elections prior to their turn-around efforts.

Johnson and Clocksin have conducted special levy and bond issue workshops for many school districts in their home state of Washington and in midwestern and western states. This manual is a summary of their proven formula for successful school elections.

CHAPTER I WHAT IS A CAMPAIGN?

It's a conversation.

A school district special levy or bond issue campaign is a conversation between the school's spokesmen and its patrons.

To be successful, a levy or bond campaign must be a two-way conversation...over an extended period of time...between voters and school district personnel.

The most successful school special election campaign is long range. It begins months, even years before election day. Reports of benefits continue after election day. It begins by acknowledging that public schools are accountable in their performance to all citizens within districts borders and dependent upon all property taxpayers within the district for its local revenue. Successful school district campaign planning begins, however, when school supporters, while acknowledging public school accountability to all patrons and dependency upon many property taxpayers, understand that schools are reliant upon some citizens much more than upon others and can rely upon some citizens not at all.

ACCOUNTABLE TO ALL; DEPENDENT UPON MANY; RELIANT UPON SOME;

---Some people do vote more often than others.

---Some people do tend to vote more favorably for schools than others.

---Some people are less affected in their voting patterns by changes in local employment and other economic conditions than others.

---Some people do have greater prejudices which affect their school voting behavior than others.

---Some people do have stronger beliefs in the worth of a good education than others.

---Some people do have a greater ability to learn quickly through communications than others.

---Some people are more likely to impose property taxes upon themselves than others.

---Some people do have a more favorable "built-in" attitude toward teachers, academic programs, vocational programs, and school sports, than others.

Successful special school elections begin with specific plans to identify and locate within the district the people who tend to vote most often and most favorably on local issues affecting community betterment and school support. The best single indicator of whether or not a person will vote in the next special school election is whether or not he or she voted in the

When planning begins

Determine who will vote

last special election within the district. This can be determined in most states by checking voter registration and election records in the office of the local supervisor of elections.

How will they vote?

The best single indicator of how a person will vote in the next special school election is his vote in the preceding school election. Unless there is dramatic change in the school district since the last special election, chances normally are better than 3 out of 4 that the person who voted affirmatively last time will vote the same way next time. On the other hand, under the same conditions, the chances are even stronger that the person who voted negatively last time will repeat his or her "no" vote.

Beyond...or in lieu of...knowledge of how persons actually voted in the last election, there are other strong indicators of voter behavior and school support. These are supported by national, state and local school district survey of public opinion and by research studies of social behavior.

CAMPAIGN "RULES OF THUMB"

Whether in large district or small, metropolitan or rural, the following "rules of thumb" generally hold true:

Voter behavior by education

*The higher the person's level of educational attainment, the greater the level of school support, both in terms of voter turnout and in terms of favorable vote. The lower the level of educational attainment, the lower the turnout and the more negative the votes cast.

occupation

*Considered by occupation, business and professional persons consistently turn out the highest proportion of their numbers in elections and also consistently provide the highest percent favorable school support of any occupational groupings.

income

*Unless reasons can be specifically tailored to overcome their tax concerns, the occupational groups which consistently produce the highest percent negative vote in special school elections are retired persons (the elderly) and farmers.

age

*The higher the family income, the more likely those eligible to vote actually vote and the higher the percent favorable vote cast for schools.

*The younger the adult, the less likely he or she is registered to vote. If registered, the less likely he or she will actually vote. Potentially, however, the "under 30" age group (young singles, young marrieds and young parents) constitute the best untapped reservoir of school support. Except for the 30 to 39 age group (the group with most children in school), the "under 30" group is most inclined to think schools need additional financial help and ordinarily most inclined to support special school levy and bond issue campaigns.

parental status

*Parents of school age children are consistently better supporters of school levy and bond campaigns than adults without children in school.

sex

*Women, who tend to turn out slightly less than men in national elections, not only turn out better than men in local special school district elections but also consistently deliver a higher percent more favorable vote than men voters.

THREE KINDS OF CAMPAIGNS

Campaigns come in roughly three degrees of intensity: little-or-nothing, moderate, and maximum.

Little-or-nothing

Little-or-nothing campaigns include virtually no promotion beyond posting the required legal notices. Here's one description of a little-or-nothing campaign: "We (the school board) agreed to put the issue on the ballot. I (the superintendent) told our PTA leaders and the Chamber of Commerce about the election date. We (the school patrons) talked casually about what the board had decided to do"..... More often than not, little-or-nothing campaigns are rejected by the voters.

Moderate

Moderate campaigns, where some organization is planned, where school and other community civic groups are asked to participate and where some effort is made to publicize the issue, have a somewhat better chance of passage. Two statements describe moderate campaigns: "We went through the motions but no one really worked very long or hard to inform anybody in particular."

"We could have done a lot more to inform our people but we figured we'd have the favorable vote anyway."

Maximum

Maximum campaigns are campaigns where school personnel and supporters carry out virtually every communications idea figured to be effective in their particular community. Such campaigns may include continuous school district communications through the entire school year, pre-election voter registration drives (new voters, 18-year olds and parents in particular), compiling "affirmative voter" mailing lists, developing specific themes, fact sheets, handout flyers, mailing brochures, weekly and daily newspaper ads, radio and television talk shows, utilizing reader boards, developing lawn signs, "Burma-shave" signs and billboards, doorbell-ing, student activities, organizational endorsements and a host of other planned actions.

Maximum campaigns will vary, depending on the size of school district, the nature of existing media available, local political customs (what the campaign "traffic" will bear)...and the desire to pass the special school election.

If your special levy or bond issue is worth putting on the ballot, it is worth passing. If it is worth passing, it deserves maximum support.

Failure of school levies and bond issues sets a bad precedent for future special levies and bond issues. It creates "no" voters and makes future levies and bond issues much harder to pass.

Remember: When it comes to community voter support of local public schools,

there are no permanent victories

and there are no beneficial defeats.

CHAPTER 2 THE OBJECTIVE

We ended Chapter 1 with and we repeat here for emphasis:

“When it comes to community support of schools, through passage of special operating levies and classroom building bond issues, there are no permanent victories; and when it comes to kids' education, there are no beneficial defeats.”

The objective, then, in placing a special operating levy or classroom building bond issue on the ballot is to win.

To win

To win, a school districts' employees and supporters must do everything humanly possible over the course of the entire school year to (a) identify the attitudes and views of all patrons (potential voters) within the district, (b) sustain conviction among existing supporters that the schools have earned their confidence (c) create support among the schools' detractors by communicating with them and involving them in school affairs in a way to establish their confidence and (d) during the intensive, formalized campaign period, maximize the turnout of patrons known to be affirmative in their school support.

In other words:

Find the voters

Filter the positive from the negative

Face the critics, and

Follow through.

CHAPTER 3 THE FIRST 9 MONTHS

Public image

In partisan politics, a candidate is often burdened with the image of his own political party's members as well as his own reputation. In non-partisan school elections, a school district may be similarly encumbered. A school district's public image is projected by and through the actions of its superintendent, its faculty and other district personnel, its elected school board members, as well as through its academic, vocational and athletic programs.

What happens within the school district during the course of the entire school year primarily determines whether it is possible to run a successful special school district levy or bond issue campaign during the weeks just preceding the special election.

What people think

More specifically...and more importantly...what people think is happening (or not happening) during the first nine months of the year is often likely to be more influential on the campaign's outcome than just about anything that can be done to change minds during the last twelve weeks prior to election.

There are specific reasons for this. Public opinion is fairly stable. It does not ordinarily flip 180 degrees overnight or drastically change without reason. It is not possible, for example, to gloss over long periods of no information, no communication, dispensing misinformation or creating community unrest, with several weeks of intensive "sweet talk" campaigning and expect to have a successful campaign.

The communicating, "conditioning" process simply cannot take place sufficiently nor with much credibility in a last minute "blitz" campaign. As in the case of partisan political campaigns, the longer the period of communicating (the campaign), the better the chances of campaign success.

Opinion survey and voter behavior research findings indicate the necessity for year round communication:

*No matter how well informed a person actually is, if he feels informed, the odds are better that he will support special school elections.

*Persons who believe that they have easy access to information tend to be more enthusiastic about supporting schools.

*With the high degree of mobility of today's American families, the percentage of residents living in school districts less than 5 years often ranges from 20 percent to 45 percent or more. Thus, the job of informing them on school district affairs must be continuous and year round.

Newspapers

Based on still other communications and media research, the need for continual school district communications efforts preceding the "formal" campaign period is evident and critical.

Under normal conditions in most school districts, people gain most of the information about their schools through their local weekly or daily newspapers. The credibility of the message depends heavily upon the degree to which the person relies on the communicating medium itself for information. When a person is accustomed to relying on his newspaper over a long period of time for school information, he is much more apt to believe the school's message during the formal campaign period.

Furthermore, even people who are accustomed to receive information from the same source do not assimilate it to the same degree nor with the same rapidity, nor react to it in the same way. The year round communications effort makes it possible for the largest possible number of persons to become relatively well informed about their schools.

CHAPTER

4

THE CAMPAIGN'S LAST 12 WEEKS - Organizing the people

If your campaign is to be a campaign of action, not of reaction to the activities of persons who don't support schools, there has to be organization...organization of research...organization of strategy...organization of the activities timetable...organization of people.

People come first.

PUTTING YOUR COMMITTEE TOGETHER

There is no single way to organize your citizens' campaign committee effectively.

The thing is TO ORGANIZE!

If a basic problem is to reach the members of a number of civic, fraternal, service, business, labor, women's and farm organizations, you may choose to build a large campaign committee made up essentially of organizational representatives.

This allows direct communications with memberships of many clubs and groups. It also allows the printing of a large and impressive "letterhead" list of campaign committee members.

Such a committee should not be asked to meet more often than necessary, either in the early campaign stages or close to election day. Once or twice a month should be enough.

If you go this route, however, it becomes mandatory to create a campaign steering committee or functional committee or subcommittee chairmen who are accountable to the chairman for carrying out specific campaign responsibilities (activities).

The steering committee of preferably 5-10 persons (not more than 12-15) should meet weekly. You should set a specific hour and day each week, early in the campaign and stick to it for steering committee meetings.

Whether you have a large and representative "letterhead" committee with its necessary steering committee, or whether you create a tighter, basic, working campaign committee of 12-15 persons, your committee should have certain groups represented on it, either directly or indirectly.

These include the school board, the administration (the campaign committee should always be accountable to the superintendent), teachers' organization, the PTAs and key community activists (who know how to reach key people in the district and how to get specific things done).

Building a committee

Steering committee

School groups and individuals

Most often, your key-community activists will be members of organizations such as Lions, Kiwanis, Jaycees, Woman's Clubs, League of Women Voters, various athletic boosters' clubs, and civic, fraternal or religious organizations.

Their contributions, therefore, are two-fold. They contribute specific "know how," e.g., how to handle publicity, raise money, etc., and they have contacts with potential campaign workers and voters.

PICKING A CHAIRMAN

There are several ways to look at the qualities needed in your campaign committee's chairman.

He (or she) can be a "letterhead" chairman who essentially lends the weight of name and reputation to the campaign. He may do little other than chair a few meetings in the campaign's organizational stages. Such a person can be valuable to the campaign if he (or she) is (a) well-known, (b) has been known as an opponent to school campaigns in the recent past and/or (c) is capable of neutralizing significant blocks of known opposition. In such cases you will need to select a functional or "working" chairman as well.

Chairman's qualifications

Whoever you select as chairman, he or she must have (a) the respect of the other campaign committee members, (b) the confidence of the superintendent (to whom the chairman should be accountable) and (c) preferably, should not be too contentious in the community. If the most competent campaign leader in town is judged to be "too controversial" with some groups or individuals to be chairman, ask him to serve on the steering committee or make him a committee consultant. Don't forego the opportunity to use his talent.

Popularity is way down the list of desirable or necessary talents for a campaign committee chairman. Respect and competency are at the top of the list, along with the ability to extract performance from a variety of co-committee workers.

AH, WOMEN

Don't ever make the mistake of creating a campaign committee or steering committee with only male members (and don't overlook the desirability of making the most competent, experienced woman supporter your campaign chairman).

Somebody--some man we think--once observed: "In politics, woman fights from a battleship and man fights from an open raft."

Research shows that women, almost without exception, turn out better than men in local school elections, vote more favorably than men for schools, know more about what's going on in schools than men as a group and feel a closer relationship with children, teachers and schools.

A notably successful organizational politician in one western state was viewed to be successful in large part for his operating practice which he himself described:

"You give me two good women in politics and I'll give you three good men and I'll beat you most of the time."

Women on committees

Men are inclined to be "big dealers" and women are accustomed to carrying through on (important) details. Successful campaigns are those in which every assigned detail gets carried out. Women also tend to have more time to devote willingly to a school campaign. Men are more inclined to duck controversy for fear of incurring embarrassment to their employer or alienating customers or suffering personal humiliation. Women are generally tougher fighters in heavy public controversy, more sensitive in human relationships and more intensely loyal to the causes they choose to promote. They are also less likely to rationalize defeat of a school measure than are men.

ORGANIZING "THE TERRITORY"

Geographic representation

Every part of the school district should in some way be represented on the campaign committee. Since school board members are normally elected by areas within the district, this is perhaps the easiest "built-in" way to assure geographic representation.

You will need regional sub-leaders for a variety of campaign chores:

Regional sub-leaders

1. To handle registration of new voters (only certain ones)
2. To doorbell (designated areas only)
3. To arrange desirable locations for signs
4. To locate and gain permission to use merchants' reader boards
5. To handle special mailings
6. To "feed back" specific regional complaints, problems or views of voters which must specifically be dealt with in the campaign
7. To collect individual endorsement signatures (and accompanying one dollar contributions) for campaign ads.

Breakdowns by neighborhood

One ready-made breakdown of the district is by neighborhood school service areas. It has certain advantages and some distinct liabilities. The advantages include the fact that the entire district is divided into school service areas. Each school building ordinarily has a principal, a corps of teachers and a PTA or parents' organization of some sort.

Within this set of people resources, the principal can effectively communicate with parents of all children in that school, the teachers have an opportunity to contact many parents directly and the PTA and other parents' groups constitute both potential area workers and favorable voters.

The disadvantage basically is that neighborhood school service areas seldom cover blocks of voters which should be contacted uniformly by mailings, doorbell distributions

Voter differences

or even with identical campaign messages. In other words, some local school areas consistently deliver a high percent of favorable turnout and some consistently are more negative. Some contain a high percent of young parents and others, a high percent of retired persons with no children currently in school. Some represent areas of high concentrations of business and professional persons who have one kind of concern about schools and others represent high concentrations of farmers and large land owners who may have another.

One of the common mistakes made in school levy and bond campaigns is to treat all voters alike. They are not alike. They have different levels of educational expectation, different concerns with their own lifestyles and they most certainly vote differently in school elections for different reasons.

It doesn't make sense, for example, to emphasize to the same degree that the operating levy will provide improved bus transportation, both in neighborhoods where most students walk to school and in neighborhoods where children are bused 3 miles.

THE PEOPLE - THEIR ROLES

In a recent west coast school district bond campaign, the town newspaper carried news that the school board had voted to place a multi-million dollar bond issue on the ballot. The story also described how (a) board members were not united on the bond amount or the election date (b) the board chairman seemed lukewarm about the decision and (c) the chairman of the school's citizens' advisory committee was opposed to the board's action.

There is no need to guess at the outcome. Any rational person could have predicted the outcome of the vote the day the board announced its intentions.

The bond issue failed.

In a school levy or bond campaign, persons must fulfill the roles which the people perceive they should fulfill.

Roles vary

Roles which specific persons carry out will vary from time to time, depending upon the capabilities and experience of available personalities. Roles will vary from district to district, depending upon the size of the district, the "conditioning" of the local citizens and the "shape" particular persons or groups are in with the electorate.

Some principles are fairly constant, however, and some public perceptions of key personalities are normally the same, year in and year out and regardless of most other local situations.

THE ROLE OF THE SCHOOL BOARD

Board members most influential

It may be argued by some that certain individuals or groups occasionally are more influential in rallying public support to pass your levy or bond issue than the united members of the school board. It won't often be the case, however. The most influential people in your community can be and usually are your elected school board members when they are publicly

united and actively involved in promoting the campaign for passage.

When school board members are publicly divided on any aspect of the proposition, few will argue that anything or anyone can have greater negative influence on the election outcome.

Nothing assures defeat of school measures with greater regularity or certainty than school board members who openly oppose the ballot proposition or reluctantly "go along" by adopting a neutral or hands-off attitude.

The board's decision to put the special levy and bond issue on the ballot is just the beginning of board members' importance in the campaign. A public statement issued in such a manner that everyone in town knows the board is unanimous in its endorsement and enthusiastic in its commitment to support it is mandatory.

Board's role is key

The role of board members during the campaign is the key to the campaign's outcome. Where school board members are not unanimous in their endorsement, where they are not each willing to involve themselves actively in the campaign, it is extremely difficult for any citizens' or levy campaign groups to overcome the disadvantage they created.

School board leadership in a campaign produces results. Board members can be especially effective in making talks before community groups, dealing directly with other community influentials, including newspaper editors, organizations of businessmen, farmers and taxpayers, raising money to pay for newspaper and other advertising, soliciting individual and group endorsements.

Their presence at campaign committee meetings is a great morale builder for workers.

Board members are especially effective because ideally the only axe they have to grind is for education and the only beneficiaries of their actions are the kids. They are ordinarily better known than most other citizens in town. They know better than any other lay citizens why the decision has been made to go to the people for their support. They are respected in their community, and they are the only "non-paid professionals." Of course, local situations will determine your final decision as to what role they should play.

THE ROLE OF THE SUPERINTENDENT

More than the actions of any other one person, the school superintendent can determine the outcome of the election. He is the individual with the most to do before and during the school district campaign.

When superintendents over a period of years or at least many months, have worked to build a basic understanding of school needs, levy and bond issue failures are fewer. Where they work to keep staff members, board members and community all informed, successful levies and bond issues are more common.

Keep the community informed

Where superintendents genuinely seek the attitudes and reactions of other school and lay persons and delegate campaign responsibilities among these persons, campaigns are conducted more enthusiastically and more successfully.

Initiate action

The superintendent has to be the initiator of actions. He must see that groups are informed, news media contacted, the legal requirements are met, that the details of the campaign are carried out--by some one else. The greatest problem for superintendents is not to clutch all the campaign work activities to themselves and their immediate school staff--not to spread themselves too thin.

The superintendent's role is most critical in gaining school district support for another reason, too. As often as not, peoples' minds are made up on school voting on the basis of their experiences (or non-experiences) with school personnel.

The school superintendent's position in the school system is similar to the position of a political party chairman. His job is to see that things get done, not to set out to win personal popularity contests. Thus, after a few years of tough decision-making in the district, he is likely to have some personal political scars.

This doesn't make him less competent or less effective in doing his over-all job. It does mean, however, that he, the school board and citizens' campaign committee members should jointly determine how much public exposure the superintendent should have in connection with the campaign.

A brand new superintendent in a district has no scars. He operates in a sort of "honeymoon" period for many months. During those months he can do little wrong. The "new superintendent" can and ought to take a more active, publicly visible part in your district campaign than the superintendent who has accumulated enemies and scars over the years as a result of making necessary but unpopular decisions.

As one new superintendent put it recently as he prepared his first community school levy campaign even before he'd had time to buy his home in his new district, "I have come to this district fired with enthusiasm. I intend to work actively in my district campaigns until the citizens cause me to leave the district the same way I came in."

THE ROLE OF TEACHERS (AND OTHER SCHOOL STAFF)

Teachers, like school board members, have great potential influence in special levy and bond campaigns--both for success and for failure.

Getting teachers' support

Just as it is necessary for a unified public stand by school board members, so it is necessary for the same public attitude by faculty members, individually. You can make no assumption that teachers are automatically supportive. Nor can you assume that they are registered to vote, or that, if registered to vote, that they will vote, or that if they vote, they will vote "yes". Often district personnel, especially teachers, don't even live in the district in which they teach.

Registering to vote

Yet, one of the easiest ways to increase the favorable vote potential ordinarily is to ask the teachers and other district employees to be certified. If spouses are registered to vote. Then communicate with them, both through the administration and the citizens' campaign committee to make sure all are informed on the issues and that all staff members vote.

On the action side of the campaign, teachers can be specifically helped in several vitally important ways.

Contacting acquaintances

Through their teachers' organizations, as well as individually, they can raise money to help underwrite campaign costs.

Through civic and fraternal activities in which many are involved, they can act individually. They can arrange for invitations for speakers before the groups they belong. Teachers and other staff members can send personal letters to their friends living within the district, to their Christmas card mailing lists.

Teachers and other staff members can get their friends or neighbors to attend where campaign issues are discussed.

Avoiding classroom campaigning

There are a few "dangerous" actions which teachers should avoid. Teachers should not use their classrooms to propagandize children about what will happen if their proposal is rejected by the childrens' parents.

Among faculty members who can be most effective in passing special district building bond issues are the coaches, music and art teachers.

Coaches have a special influence

A long-time, well-known and well-liked coach and P.E. instructor can lead a school campaign with great effectiveness. Through the boys and girls sports appeal to many parents who cannot be "reached" through an academic appeal to former school athletes and older persons, who retain a personal interest in interscholastic games but not in the formal academic programs. Music teachers do much the same with parents of music and art students and also with members of cultural groups. In other words, if you have a "winner," capitalize on it to your side.

THE ROLE OF CITIZENS' ADVISORY COMMITTEES

"Permanent" committee involvement

"Permanent" citizens' advisory committees can be extremely helpful in planning actions. They can be a serious liability in others.

If there is a permanent citizens' committee, lay advisory council or similar already established within the school district for the purpose of studying

Registering to vote

Yet, one of the easiest ways to increase the favorable vote potential in your district ordinarily is to ask the teachers and other district employees to be certain they and their spouses are registered to vote. Then communicate with them, both through the school administration and the citizens' campaign committee to make sure all staff is thoroughly informed on the issues and that all staff members vote.

On the action side of the campaign, teachers can be specifically helpful and productive in several vitally important ways.

ing acquaintances

Through their teachers' organizations, as well as individually, they can raise and contribute money to help underwrite campaign costs.

Through civic and fraternal activities in which many are involved, they can be persuasive individually. They can arrange for invitations for speakers before the organizations to which they belong. Teachers and other staff members can send personal letters or just cards to their friends living within the district, to their Christmas card mailing list, for example.

room campaigning

Teachers and other staff members can get their friends or neighbors to hold coffee hours where campaign issues are discussed.

There are a few "dangerous" actions which teachers should avoid. They should not use their classrooms to propagandize children about what will happen if the levy or bond issue is rejected by the childrens' parents.

special influence

Among faculty members who can be most effective in passing special operating levies and building bond issues are the coaches, music and art teachers.

A long-time, well-known and well-liked coach and P.E. instructor can carry the ball in a school campaign with great effectiveness. Through the boys and girls he works with, he can appeal to many parents who cannot be "reached" through an academic appeal. He can relate to former school athletes and older persons, who retain a personal interest in the schools interscholastic games but not in the formal academic programs. Music and art directors can do much the same with parents of music and art students and also with local symphony and cultural groups. In other words, if you have a "winner," capitalize on his ability to win others to your side.

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THE ROLE OF CITIZENS' ADVISORY COMMITTEES

"Permanent" citizens' advisory committees can be extremely helpful and effective in some actions. They can be a serious liability in others.

If there is a permanent citizens' committee, lay advisory council or similarly functioning group already established within the school district for the purpose of studying ways to improve the

Citizens' committees' best contribution

curriculum, mobilizing public support for various educational programs in areas of school concern, that committee should have some involvement in issue campaign. Experience shows that if there is an existing school which either disapproves or takes a hands-off policy on the levy or bond of waging a successful campaign are reduced.

The best contributions a permanent citizens' committee can ordinarily or bond campaign include the following: Members are generally the best in the community, next to school board members. As such, they can be writing fact sheets, mailing pieces, "doorbelling" brochures and new

Citizens' advisory committees often provide the most likely training for members and for special school campaign committee chairmen.

Their principal liability is that "permanent" or long-time committee members have an interest in their committee as a separate institution and vested interest in members on the committee. In short, members may not be so careful. The committee must be and they often become as concerned over their own committee as they are in levy or bond passage.

Thus, the permanent citizens' advisory committee should not, under any circumstances, constitute the levy or bond campaign committee. Its ranks, however, are good for persons who can effectively perform specific functions on the campaign.

THE ROLE OF THE PTA

Relying on PTA for help on election day

Since young parents of pre-schoolers and grade school children constitute a large block of voters and the most willing groups of campaign workers, the PTA is and heavily relied upon whenever it has active, functioning local units.

The most striking contributions of PTA's are ordinarily in the field of "doorbelling," people-to-people contacts, coffee hours, telephone calls, and PTA meetings to inform their own members (and spouses).

PTA members often provide the bodies and the talent to canvass previous levy or bond campaigns, arrange election day transportation, and get out the vote of their own members and friends whom they know are so. PTA's almost invariably have some monies in their treasuries available.

PTA must be informed

At the same time, the PTA organization - even a good one - does not know everything. Many school districts which have PTAs have experienced levy and bond campaigns. Members must know the needs, the issues, the facts and the reasons for the money in their schools--just as all other taxpaying citizens must.

curriculum, mobilizing public support for various educational programs or conducting surveys in areas of school concern, that committee should have some involvement in the levy or bond issue campaign. Experience shows that if there is an existing school advisory committee which either disapproves or takes a hands-off policy on the levy or bond campaign, the chances of waging a successful campaign are reduced.

The best contributions a permanent citizens' committee can ordinarily make in a special levy or bond campaign include the following: Members are generally the best informed lay citizens in the community, next to school board members. As such, they can be especially helpful in writing fact sheets, mailing pieces, "doorbelling" brochures and newspaper ads.

Citizens' advisory committees often provide the most likely training ground for school board members and for special school campaign committee chairmen.

Their principal liability is that "permanent" or long-time committee members develop a vested interest in their committee as a separate institution and vested interests in relation to other members on the committee. In short, members may not be so carefully controlled as a campaign committee must be and they often become as concerned over their own position within the committee as they are in levy or bond passage.

Thus, the permanent citizens' advisory committee should not, under ordinary circumstances, constitute the levy or bond campaign committee. Its ranks, however, should be freely "raided" for persons who can effectively perform specific functions on the campaign committee.

THE ROLE OF THE PTA

Since young parents of pre-schoolers and grade school children constitute the most favorable block of voters and the most willing groups of campaign workers, the PTA should be involved and heavily relied upon whenever it has active, functioning local units.

The most striking contributions of PTA's are ordinarily in the field of personal contacts: "doorbelling," people-to-people contacts, coffee hours, telephone calling and regular, open PTA meetings to inform their own members (and spouses).

PTA members often provide the bodies and the talent to canvass precinct voting records from previous levy or bond campaigns, arrange election day transportation and babysitting and get out the vote of their own members and friends whom they know are school supporters. Local PTA's almost invariably have some monies in their treasuries available for campaign financing.

At the same time, the PTA organization - even a good one - does not assure campaign success. Many school districts which have PTA's have experienced levy and bond issue failures. PTA members must know the needs, the issues, the facts and the reasons for investing additional money in their schools--just as all other taxpaying citizens must.

Civic groups help
by working on the campaign

A rule of thumb, "If the PTA does not arrive at a united, publicized school proposal, don't bother to put it before all the voters." Schools and enthusiastically supported by the PTA are hard to justify.

THE ROLE OF THE CIVIC GROUPS

Within every school district, there are established, active civic groups. Good schools--partly because such groups members have children in good schools are a fundamental requirement for having a good community. Effective workers and best supporters in a school campaign are found locally, don't count out the volunteer firemen, women's clubs, Chamber of Commerce, high school boosters' clubs.

There are specific and sound reasons why such civic clubs and organizations are the most enthusiastic and effective support.

Members of such groups are ordinarily the civic "doers," the community organizations wanting to assist school campaigns as a group have two to follow. If there is a well organized citizens' committee, the leaders offer the services of their group to the campaign committee to be used as necessary and helpful to the campaign.

If there is either an ineffective campaign committee or none at all, they meet with the superintendent and offer its members' services either in the form of doorbell ringing or to, in effect, take over the main responsibility of organizing the entire campaign.

Typically, joiners of civic organizations have greater seriousness of purpose. They generally have a high level of self-confidence and a deep concern for moral problems.

Why civic groups are effective

Typically, too, they are socially involved in other community and organizations. They tend to be joiners of other social, fraternal, church, luncheon and service organizations. They don't become bogged down in "the politics" of PTA or permanent organizations. They bring "fresh blood" into school district activities and affairs.

The "public" in public schools stands out most during school campaigns. They are deeply involved and, thus, committed.

THE ROLE OF STUDENTS

The pros and cons of using school children in campaigns will probably be discussed.

Several points are important. There will always be some district parents who, on principle, will criticize anything students do (other than "eat, sleep, and play").

A rule of thumb, "If the PTA does not arrive at a united, publicized position in favor of your school proposal, don't bother to put it before all the voters." School proposals not endorsed and enthusiastically supported by the PTA are hard to justify.

THE ROLE OF THE CIVIC GROUPS

Within every school district, there are established, active civic groups interested in having good schools--partly because such groups members have children in school and partly because good schools are a fundamental requirement for having a good community. Often the most effective workers and best supporters in a school campaign are found in civic organizations. Locally, don't count out the volunteer firemen, women's clubs, Chamber of Commerce and high school boosters' clubs.

There are specific and sound reasons why such civic clubs and organizations often provide the most enthusiastic and effective support.

Members of such groups are ordinarily the civic "doers," the community activists. Civic organizations wanting to assist school campaigns as a group have two courses they can follow. If there is a well organized citizens' committee, the leaders of the organization can offer the services of their group to the campaign committee to be used in any way that is necessary and helpful to the campaign.

If there is either an ineffective campaign committee or none at all, the organization should meet with the superintendent and offer its members' services either in a specific area (such as doing all the doorbelling) or to, in effect, take over the main responsibilities of organizing the entire campaign.

Typically, joiners of civic organizations have greater seriousness of purpose than non-joiners. They generally have a high level of self-confidence and a deep concern over broad ethical and moral problems.

Typically, too, they are socially involved in other community and organizational activities. They tend to be joiners of other social, fraternal, church, luncheon and community groups. They don't become bogged down in "the politics" of PTA or permanent citizens' committees. They bring "fresh blood" into school district activities and affairs.

The "public" in public schools stands out most during school campaigns in which civic groups are deeply involved and, thus, committed.

THE ROLE OF STUDENTS

The pros and cons of using school children in campaigns will probably be debated for years.

Several points are important. There will always be some district patrons who, as "a matter of principle," will criticize anything students do (other than "eat, sleep, be quiet, and mind your

elders')). These views have to be considered but not necessarily as the controlling consideration.

How can students help?

Students have participated actively and effectively in many successful district campaigns. As it becomes more difficult in communities across the country to pass special operating levies and classroom building bond issues, it becomes more critical to determine how students can help produce community support for their own education.

Active participation by students in a campaign should be weighed carefully before any major effort is launched.

A rule of thumb: Whatever students have done in past successful campaigns ought to be repeated.

No matter what the community attitude is toward student campaign participation, there are activities in which students can "safely" participate. These include demonstrations of the good education and training they have been receiving, e.g., open houses, science fairs, music concerts, debates, art shows, swim meets and gymnastic events.

Voter Registration

They include holding car washes and other events not directly related to campaigning. There is divided opinion on the value of allowing students to raise campaign funds. Consider the possibility of charges of "exploitation" of students for such a purpose. Some communities feel any event - possibly a public service project - that shows students working in support of the campaign can achieve good will in the community which may be worth more than a fund-raising activity. And they include student promotion of voter registration drives to assure that as each high school senior turns 18, he or she registers to vote.

Doorbelling

Many districts have involved high school students in "doorbelling" and distributing campaign literature. If this is done, criticism--if any--can be kept at a minimum by encouraging only courteous, energetic youngsters to participate; and only during non-school hours, in the evening and on weekends.

Keep in mind that the younger the child, the more supportive (of schools) the parents. Young students, kindergarten through 6th grade, can bring home fact sheets, and informative news letters. (Never tell a parent how to vote in such material.) Above 6th grade, such practice has dubious benefit. Students can also help indirectly by volunteering their time in projects devoted to working with the elderly in nursing homes and in local senior citizen centers, thus helping to reduce the feeling of isolation and alienation among these older citizens from the schools.

THE ROLE OF THE ELDERLY

Getting the elderly involved

Ordinarily, the elderly are more likely to vote but less likely than any other age group to vote favorably for school measures. This is understandable since over the years they become less

directly concerned with and thus alienated from the schools. It is important to get the older people involved with the students and schools before asking for their vote. Listed below are some suggested programs that can be adapted to most communities.

Golden age passes

1. Senior citizens apply to the student body office for a pass which will entitle them to attend all school sports events without charge. People who attend school activities feel an involvement with schools and vote favorably for school measures than do people who do not attend school functions.

Volunteer teaching aides

2. The elderly can make valuable contributions to the classrooms. Over the years they have developed skills and hobbies but most important, they have time. A program can be set up which will allow senior citizens to participate under the direction of the classroom teacher. For example, to give individual assistance to slow readers; to conduct short-term craft courses; to tell social studies classes about countries they have visited or where they have lived.

Gifts

3. Many towns have an organized senior citizen group. To show that young people care about them, the student body can organize a fund drive for a piece of equipment, such as a used school bus, to be given to the senior citizens from the students. Publicize each fund raising event and its purpose.

Adopt a grandparent

4. Few youngsters have grandparents living in their school district. Schools can establish a program (particularly in grade schools) where youngsters "adopt" a grandparent. The "grandparent" is invited to school programs and is sent cards made at school on Thanksgiving, Halloween, Christmas, etc.

To implement these suggested programs, work through the local senior citizens organizations where they exist. If they are not organized, remember, there are healthy, active senior citizens who are waiting to become involved in something in every school district.

Why not involve them genuinely in school affairs? Once involved, they can contribute in many productive ways, including their positive votes for school levies and bond propositions.

CHAPTER 5

THE CAMPAIGN'S LAST 12 WEEKS - Organizing the jobs

Organize the work

Putting the right people together for the school campaign is one thing. Organizing the work to be done is another.

Your objective is to win. To win, you must organize to carry out 3 basic acts:

1. Identify the friendly voters
2. Determine and project a motivating theme that will
3. Deliver the friendly voters to the polls on election day.

Neutralize opponents

To the extent your campaign committee has time during the formalized campaign and to the extent the school board and administration have not accomplished it earlier in the year, your committee will need to organize to carry out a fourth mission. This is to neutralize specific levy and bond issue opponents, both groups and individuals, who may otherwise render your campaign "Mission Impossible."

ORGANIZING THE JOBS TO BE DONE - (First Things First)

A well-planned campaign, then, will have at least three and possibly four distinct phases:

1. Conducting research
2. Developing strategy
3. Establishing a timetable.
4. Neutralizing potential or actual opposition

PHASE I - CONDUCTING RESEARCH

Campaign research should be started and completed months before the election.

Analyze voting

This phase includes analyzing previous voter patterns and demographic characteristics of the district, preferably by precinct or small precinct groupings, reviewing the district's year round communications program with the public, determining the most appropriate election timing, determining via opinion polling what voters in the district believe the issues and concerns to be, identifying and working to neutralize pockets of actual or potential school opposition, and compiling lists of favorable persons most likely to vote "yes."

PHASE II - DEVELOPING STRATEGY

Begin early

The development of campaign strategy should begin weeks or even months before the school board announces its election date and ballot propositions. It will continue through the early

weeks of formal campaign committee organization.

This phase includes determining the number of ballot propositions and (if there must be more than one). It includes structuring the formal organization, determining priority precincts or voting groups to be contacted, and developing the basic campaign rationale and theme.

Strategy involves three basic factors:

- A. Timing
- B. Scheduling
- C. Sensitivity

A. Timing

Key questions

Prior to the time the school board announces (a) the date of election, (b) the propositions to go on the ballot and (c) the dollar-amount and specific details of each proposition, the board, the administration and key school-supporting organizations must reach a total agreement on the answers to several key questions:

1. When is the best time to put the issue(s) on the ballot?

No two districts or counties or regions or states will be exactly alike. Generalizations, however, almost universally apply.

Avoid other elections

State-wide and national primary and general election dates should be avoided. The only exception to this is in those states where there are no election requirements in addition to having to gain a majority (or higher percentage) of votes cast and where previous school elections vote patterns show that the school holds up in general elections regardless of the nature or size of the election. It does not appear likely that a sufficient number of favorable school voters will vote on the polls unless other issues or candidates are also on the ballot.

Avoid following the tax statement

The period just following the mailing of local property tax statements should be avoided. The only normal exception to this is at those times when property tax rates are below the previous year's level. Experience in many districts shows that voters expect a 5 to 15 percent lower favorable vote on school tax measures if they vote on them immediately following receipt of their property tax statement.

Avoid negotiation and controversy

If it is possible to avoid periods of known or anticipated high local unemployment, it should be done. At such times, those unemployed or fearful of becoming unemployed tend to "vote their pocketbooks" rather than the merits of the schools.

Other periods to be avoided are times when teachers and other employees are on strike, salary negotiations, times when the community is caught up in a school crisis, such as over (a) busing of students, e.g.; integration (b) subjects being taught

weeks of formal campaign committee organization.

This phase includes determining the number of ballot propositions and the contents of each (if there must be more than one). It includes structuring the formal, "public" campaign organization, determining priority precincts or voting groups to be contacted (or to be avoided), developing the basic campaign rationale and theme.

Strategy involves three basic factors:

- A. Timing
- B. Scheduling
- C. Sensitivity

A. Timing

Key questions

Prior to the time the school board announces (a) the date of election (b) the number of propositions to go on the ballot and (c) the dollar-amount and specific nature of each proposition, the board, the administration and key school-supporting citizens should be in total agreement on the answers to several key questions:

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State-wide and national primary and general election dates should be avoided whenever possible. The only exception to this is in those states where there are high voter turnout validation requirements in addition to having to gain a majority (or higher percentage) of favorable votes cast and where previous school elections vote patterns show that (a) school support holds up in general elections regardless of the nature or size of turn out and (b) where it does not appear likely that a sufficient number of favorable school voters can be mustered to the polls unless other issues or candidates are also on the ballot.

the tax statement

The period just following the mailing of local property tax statements should also be avoided. The only normal exception to this is at those times when property taxes have been reduced from the previous year's level. Experience in many districts shows that schools can usually expect a 5 to 15 percent lower favorable vote on school tax measures if people are asked to vote on them immediately following receipt of their property tax statements.

If it is possible to avoid periods of known or anticipated high local unemployment, this should be done. At such times, those unemployed or fearful of becoming unemployed, understandably tend to "vote their pocketbooks" rather than the merits of the schools' needs.

n and controversy

Other periods to be avoided are times when teachers and other employees are in the midst of salary negotiations, times when the community is caught up in a school district controversy over (a) busing of students, e.g.; integration (b) subjects being taught, e.g.; sex education

(c) radical or progressive teaching methods in an "unconditioned" community, etc.

2. How much time for the formal campaign should be allowed from the time the school board or administration announces the special election?

8 - 12 weeks minimum

Regardless of the size of the school district and the level of year round communications and community acceptance of local schools, no less than 8 to 12 weeks should be allowed for the more intensive campaign. Local considerations will guide your planning. Four to six months is preferable---even if much of the basic groundwork has already been done. This groundwork includes compiling lists of known school supporters, known favorable voters from previous school elections and conditioning district patrons to anticipate the need for upcoming levy or bond passage.

3. How many school propositions should be placed on the ballot?

The fewer the better.

The rule of thumb: The larger the number of issues placed before the voters at one time, the greater the chance that some will be rejected.

The more options given the voter, the more often he or she tends to vote "no."

There are several sound reasons why voters act this way. The larger the number of ballot issues, the less likely the voter will feel adequately informed on each one. When voters are in doubt, they vote "no."

B. Scheduling

Schedule activities

From time of announcement of the upcoming special school election until the closing of polls on election day, every activity viewed as necessary to inform and persuade the voter should be specifically scheduled and carried out like a carefully scripted play.

Who is responsible?

Campaign committee members and an overall chairman must be selected. A theme (the publicly understandable rationale for the special election) must be set. Early deadlines are established for developing fact sheets, mailing pieces and doorbelling material---and for distributing these materials. Decisions are made on who gets which materials, e.g.; campaign workers? school employees? parents? all postal box holders? those who tend to vote "yes"? new voters? the elderly? all registered voters?---who gets what? and when?

Campaign committee assignments are made. Who, specifically, is responsible for organizing the mailings? rounding up doorbellers? arranging the positive and aggressive "letters-to-the editors" campaign? writing the newspaper ads? raising money to meet the campaign's budget? putting up lawn signs? arranging for use of local reader boards? organizing the speakers' bureau?

Even before mailings and doorbelling areas are determined within the district, an analysis of past voter patterns in special school elections needs to be made. Where was voter turnout

highest? Where was the favorable school vote concentrated?

In school campaigns, like partisan political campaigns, there is a "break" you that the more favorable the percent "Yes" vote has been in a given precinct, the more total "yes" votes you can expect from the area for each method applied in doorbelling, in mailings, in campaign dollars spent.

Campaign in favorable areas

Never succumb to the amateur attitude that "we don't have to worry about 'yes' areas because they will vote for schools anyway." This probably is easier and more productive in gaining "yes" votes, however, by fully campaigning in the favorable areas than by working in areas consistently less educated in the past. The reason is simple.

Non-supporters living in strong school-support areas come under more group pressure the way their friends, neighbors and associates vote, than do non-supporters in school-support areas.

Ordinarily, mailing and doorbelling priorities should be set to concentrate in areas where high favorable vote coincides with high voter turnout, than in areas where high turnout exists, regardless of the percent of turnout.

The rule of thumb: Concentrate the "contact" phases of the campaign, especially "people-to-people" meetings and mailings, where the favorable school vote has been and most consistent in the past.

This will ordinarily be in areas of relatively high concentrations of parents of younger children and pre-schoolers, white collar, business and professional residential areas, those with higher incomes and higher educational attainment.

A word of warning. All "official" publications developed at school district level must be distributed at least to all parents of children in school and preferably to all patrons within the district. All "official" publications must be factual. They are to inform--not editorialize.

Official material goes to all patrons

Publications prepared by the citizens' campaign committee, prepared and raised funds, may safely be distributed selectively to known supporters, and to those groups and individuals most likely to turn out and to vote favorably.

C. Sensitivity

American philosopher John Dewey said it well: "The problem that is well solved".

There are many ways to "well state" a school district's financial needs for maintenance and operating funds or construction funds, seldom, however, is

highest? Where was the favorable school vote concentrated?

In school campaigns, like partisan political campaigns, there is a "breakage effect." It tells you that the more favorable the percent "Yes" vote has been in a given precinct or neighborhood, the more total "yes" votes you can expect from the area for each measure of effort applied in doorbelling, in mailings, in campaign dollars spent.

Never succumb to the amateur attitude that "we don't have to worry about the high percent 'yes' areas because they will vote for schools anyway." This probably is true. It's always easier and more productive in gaining "yes" votes, however, by fully cultivating and campaigning in the favorable areas than by working in areas consistently less supportive of education in the past. The reason is simple.

Non-supporters living in strong school-support areas come under more group pressure to vote the way their friends, neighbors and associates vote, than do non-supporters living in non-school-support areas.

Ordinarily, mailing and doorbelling priorities should be set to concentrate first in areas where high favorable vote coincides with high voter turnout, than in areas where high favorable vote exists, regardless of the percent of turnout.

The rule of thumb: Concentrate the "contact" phases of the campaign, e.g.; doorbelling, "people-to-people" meetings and mailings, where the favorable school vote has been greatest and most consistent in the past.

This will ordinarily be in areas of relatively high concentrations of parents of school-age, younger parents of school children and pre-schoolers, white collar, business and professional residential areas, those with higher incomes and higher educational attainment.

A word of warning. All "official" publications developed at school district (public) expense must be distributed at least to all parents of children in school and preferably should be distributed to all patrons within the district. All "official" publications must be completely factual. They are to inform--not editorialize.

Publications prepared by the citizens' campaign committee, prepared and paid for by privately raised funds, may safely be distributed selectively to known supporters, probable supporters and to those groups and individuals most likely to turn out and to vote favorably.

C. Sensitivity

American philosopher John Dewey said it well: "The problem that is well stated is half solved".

There are many ways to "well state" a school district's financial needs, whether for maintenance and operating funds or construction funds, seldom, however, is the problem best

stated in terms of dollar needs, tax requirements or even the need to establish "excellence in education."

Campaign messages must match or capture the existing states of mind of potential voters.

Campaign themes

Campaign themes, those often-repeated phrases devised to summarize the issue and the solution, must relate to voters' consciences. If a chosen theme misses the voters' "state of mind," its repetition at best will not persuade them to vote affirmatively and at worst, will actually cause them to vote "no" or stay away from the polls on election day.

For example, in a school district where the general income and educational level is relatively low, the percent of elderly is high and the majority of district residents consider themselves non-beneficiaries of the nations' economic and educational systems, it is foolhardy to build a campaign around the theme "Let's Establish Excellence in Education."

Emphasize the kids

In such a district, particularly if there have been repeated levy or bond failures, it is better to appeal, "This Time, Think Of The Kids, Vote 'Yes' To Build."

In an area where a high percent of elderly voters, coupled with a high percent of apathetic parents have caused repeated rejection of levies or bonds, the campaign theme should not impersonally and dispassionately state, "Vote Proposition #1, Money for Schools November 8." More relevantly those elderly citizens and parents should be asked, through a theme, "How Can We Possibly Prepare Our Children to Respect America's People, Property and Traditions by Reducing Their Preparation?"

Where schools are bombarded with zealous, articulate "tax savers" groups, you'll not help the cause by writing brochures, publishing ads or making speeches attempting to make property taxes look low or good or popular. Better to take a photograph from the top of the school looking down into hundreds of fresh faces of school kids and caption your picture: "Part of the Best 13,412 Reasons in Town For Voting 'Yes' on March 15."

Or, by taking a photo of the school library, overcrowded with kids and understocked with books and magazines and captioning it, "All of Them Will Gain If Each of Us Will Build. Vote YES For Kids May 10." In other words, kids are not just a theme, they are really the only theme that will help you.

CHAPTER

6

THE CAMPAIGN'S LAST 12 WEEKS -

Timing the action!

You have organized the people. The election date is known. Campaign research and strategy is underway. The campaign theme is set.

A specific timetable for all campaign activities must be established.

Timetables differ

District campaign timetables will differ in sequence and in activities conducted depending on size of the district, nature of ballot propositions, local campaign habit patterns and other factors.

Almost every campaign's formal timetable, however, will follow this general sequence and include many of these activities:

Check List

Third month before election

- ☐ Complete specific strategy (determine theme, set priority precincts for doorbelling, mailing, coffee hours).
- ☐ Conduct voter registration drive among 18-year olds, pre-school parents, K-6th grade parents, new parents in the district and all school district employees.
- ☐ Complete favorable voter mailing lists.
- ☐ Develop basic fact sheet.
- ☐ Develop newspaper ads.
- ☐ Collect endorsement signatures (together with one dollar contributions) for citizen-sponsored ads.
- ☐ Prepare doorbelling brochure and mailing pieces.
- ☐ Raise budget to pay for ads, printing, postage, signs.
- ☐ Organize speakers' bureau.
- ☐ Reserve reader board space, and line up doorbellers.

Check list

- ☐ Distribute basic fact sheet to key campaign workers and all school district employees.
- ☐ Continue collecting endorsement signatures for citizen-sponsored ads.
- ☐ Begin organized letter-to-the-editor campaign.
- ☐ Contact newspapers for possible editorial support.
- ☐ Conduct people-to-people coffee hours.
- ☐ Do one "official," district-wide, "factual" mailing of all patrons via school board letter, or school district newsletter.
- ☐ Speakers' bureau talks to organized groups.
- ☐ Continue any regular school district publications, with emphasis on items relating to levy and bond issues.

Check list

- ☐ Complete collecting endorsement signatures for citizen-sponsored ads.
- ☐ Conduct doorbelling in selected, "priority precincts" only (last 2 weeks).
- ☐ Do one or two "hard sell" mailings of citizens' committee materials to selected mailing lists only (listing "favorable" voters, parents of school-age and pre-school children, all district employees).
- ☐ Place ads in daily and weekly newspapers.
- ☐ Put theme on reader boards (last 2 weeks only).
- ☐ Speakers' bureau talks to organized groups.
- ☐ Do "special letters" mailing (to all first-time voters and new voters in the district).
- ☐ The campaign's timetable of activities should be laid out on a large cardboard or butcher paper ACTION-PLAN chart. The specific day, activity, cost and person responsible should be listed. (See sample ACTION-PLAN chart, page 33.)

Second month before election

Last month before election

The most important means of communication

Your campaign's basic printed materials will include:

Basic printed materials

1. a basic fact sheet
2. a basic brochure (either for mailing or doorbelling)
3. a basic series of newspaper ads
4. signs

15 - 20 questions

Fact Sheets

The basic fact sheet can most effectively be put together by asking citizens---including school board members and school administrators---to list questions about local schools. These should then be boiled down to a question which should bear directly or indirectly on the operating levy or cost which will be on the ballot.

Straightforward, non-complicated answers are prepared to meet each question. Questions should be balanced to include as much information about the school as information about cost and tax increases.

Basic Brochures

Discuss needs of children in school

The basic hand-out piece should be a boiled down version of the Fact Sheet. It should be simple, direct and not filled with charts and graphs. It should discuss the needs of actual children within the local school district. National statistics, Statewide and regional cost comparisons should be sparingly used--if at all.

The basic brochure may be mailed or doorbelled. It should seldom--if ever--be used with school children. (Taxpayers who don't have children in school need basic information as parents and are more likely to need convincing.)

Newspaper ads

Emphasize the kids

Newspaper ads should be hard hitting. They should emphasize young children.

Ads which simply state "Remember to Vote on Tuesday" or "Vote for the kids" are worthless. In the first instance, your job is to get favorable voters to vote. In the second instance, you should be asking citizens to vote for kids in schools as such.

Money for ads can be raised through your citizens' campaign committee members, the PTA, civic organizations, local businesses which do business in the district...or which simply believe that good schools are important to the community and other school staff, etc. Look for the "angels" who will make major contributions if solicited.

Use endorsement ads

Endorsement ads, in which individuals are asked to contribute \$1.00 (or more) to be used on the ad, are both self-financing and the most effective.

1. a basic fact sheet
2. a basic brochure (either for mailing or doorbelling)
3. a basic series of newspaper ads
4. signs

Fact Sheets

The basic fact sheet can most effectively be put together by asking campaign committee members---including school board members and school administrators---to list the most often asked questions about local schools. These should then be boiled down to a list of 15 to 20. Each question should bear directly or indirectly on the operating levy or construction bond issue which will be on the ballot.

Straightforward, non-complicated answers are prepared to meet each question. Fact sheet questions should be balanced to include as much information about the youngsters' education as information about cost and tax increases.

Basic Brochures

The basic hand-out piece should be a boiled down version of the Fact Sheet. It should be simple, direct and not filled with charts and graphs. It should discuss the educational needs of actual children within the local school district. National statistics should never be used. Statewide and regional cost comparisons should be sparingly used--if at all.

The basic brochure may be mailed or doorbelled. It should seldom--if ever--be sent home from school with youngsters. (Taxpayers who don't have children in school are entitled to the same basic information as parents and are more likely to need convincing.)

Newspaper ads

Newspaper ads should be hard hitting. They should emphasize youngsters and their education.

Ads which simply state "Remember to Vote on Tuesday" or "Vote for Schools" are virtually worthless. In the first instance, your job is to get favorable voters to the polls, not everybody. In the second instance, you should be asking citizens to vote for kids and their education, not schools as such.

Money for ads can be raised through your citizens' campaign committee, from committee members, the PTA, civic organizations, local businesses which do business with the school district...or which simply believe that good schools are important to the community, teachers and other school staff, etc. Look for the "angels" who will make major individual or corporate contributions if solicited.

Endorsement ads, in which individuals are asked to contribute \$1.00 (or more) and their name to be used on the ad, are both self-financing and the most effective.

Signs

Lawn signs, roadside signs, window placards and merchants' reader boards should also utilize the campaign theme. Signs should educate and persuade, not simply remind citizens to vote. Remember that your job is not to get out every person eligible to vote. It is to see that everyone who does vote votes favorably and that every favorable voter gets to the polls.

A few words on campaign discipline

Once the school election timing is set, the levy or bond propositions clearly defined and announced, the campaign committee selected, the planning and activities timetable laid out, the theme determined and the campaign underway, there is no turning back. Up until this time, the wisely functioning school board and school administration has operated with involvement of citizens' advisory groups and study committees to help determine the schools educational and financial needs.

The citizens' campaign committee no doubt has democratically determined or approved the campaign strategy and planning. Considerable discussion and debate has preceded decisions on the theme, what goes into the campaign Fact Sheet, which groups will receive which mailings and which organizations and individuals will be asked for endorsements or financial contributions.

But once underway, the campaign calls for less "democratic deliberation" (some call it a "pooling of ignorance") and more disciplined direction.

Time--especially time in a 12-week campaign--is a two-edged weapon. It works for you when you have thought through your problems and solutions and begun to execute your plans and activities on a well-planned, rationally set timetable. It is unproductively consumed if every decision made is rehashed at each weekly campaign committee meeting.

Worse, time works against you if plans are changed, strategies reversed or activities revised or scratched by group indecisiveness or administrators' campaign nervousness.

Successful campaigns--military or political--are campaigns of action, not reaction. They are won by decisive, disciplined generals (or chairmen) who act out their own well-laid plans, not who react to someone else's.

The worst thing that can happen during a well-planned campaign is for the campaign committee to decide to scrap its own plans and programs and to react or over-react instead to some external threat or unanticipated challenge to the school's ballot request.

Inevitably, the time comes during a campaign when campaigners get a little "spooky." It is at this time that cool heads and discipline must prevail and campaign committee members must discipline themselves to say, "don't panic, doorbell!"

SCHOOL DISTRICT SPECIAL ELECTIONS TWELVE MONTH, ACTION-PLAN CHART

Prepared by C. Montgomery Johnson Associates

THE FIRST NINE MONTHS (BEFORE ELECTION ANNOUNCEMENT)	THE LAST 10-12 WEEKS (AFTER ELECTION ANNOUNCEMENT) PLANS-ACTION	10th Week		3rd Week	2nd Week
		1. Specific day 2. est. cost		1. Specific day 2. est. cost	1. Specific day 2. est. cost
- district's regular communications with patrons: - at superintendent and board (district-wide) level - at principal's (building) level - at teacher-parent/level - district's special communications with patrons - year 'round organized speaking schedule - school board's unanimous agreement on ballot propositions - other	- analyze district & past elections - develop select mailing & tel. lists - determine timetable - set budget - set citizens committee assignments - determine theme - develop fact sheet - voter registration drive 18-year old vote drive - complete registered voter list - collect endorsements - develop brochure - develop mailing pieces - develop doorbell material - develop ads - contact newspapers - doorbell * - mailings ** - place ads in newspapers - reader boards - signs - other customized actions * areas to be determined by district vote pattern and demographic analysis ** number of mailings to be determined by district vote pattern and demographic analysis				

SCHOOL DISTRICT SPECIAL ELECTIONS TWELVE MONTH, ACTION-PLAN CHART

Prepared by C. Montgomery Johnson Associates

WT)	THE LAST 10-12 WEEKS (AFTER ELECTION ANNOUNCEMENT) PLANS-ACTION	10th Week		3rd Week	2nd Week	Last Week
		1. Specific day 2. est. cost		1. Specific day 2. est. cost	1. Specific day 2. est. cost	1. Specific day 2. est. cost
	analyze district & past elections develop select mailing & tel. lists determine timetable set budget set citizens committee assignments determine theme develop fact sheet voter registration drive 18-year old vote drive complete registered voter list collect endorsements develop brochure develop mailing pieces develop doorbell material develop ads contact newspapers doorbell * mailings ** place ads in newspapers reader boards signs other customized actions * areas to be determined by district vote pattern and demographic analysis ** number of mailings to be determined by district vote pattern and demographic analysis					

CHAPTER 7

THE OPPOSITION

Motivate "yes" voters

In any given election — without lifting a finger to communicate or educate — you can expect roughly a quarter of the voters to vote "yes" and a quarter to vote "no". The remainder who can be expected to turn out on their own, are up for grabs.

The ultimate strategy in a school levy or bond campaign, of course, is to motivate turnout of voters who most likely to vote "yes". Such voters will include those who will support schools no matter how inept the communications - the "blind" school supporters, if you will. Just identify them and get them to the polls. The remaining school support must come from the ranks of the uncommitted, the ticket splitting "independents" in partisan politics. These must be persuaded to vote "yes".

The remainder of voters, their percent of total votes cast not precisely predetermined, constitute the probable opposition.

WHAT ABOUT THE OPPOSITION?

Be assured that if your campaign experiences much more than token, unorganized opposition, the result will be failure.

Opposition, like support, comes from areas which are generally predictable and for a variety of reasons which are also generally predictable.

Some opposition is inevitable. There are some people who wouldn't vote "yes" to elect their own mother "Queen for a Day". There aren't many of these in any given district and you'll be wasting your time and doing harm to the campaign's basic strategy if you allow it to be determined by totally alienated, completely negative, individuals.

Identify opposition

Most opposition, however, is neither inevitable nor necessary. It can be dealt with but it must be identified and coped with early in the school year—not during the last 9–12 weeks of the campaign. The main reason that opposition is neither inevitable nor necessary and can be dealt with, is that most people who work against schools really don't hate schools and really don't want to believe that their "no" vote will hurt children's education.

Thus, if campaigns are designed to show how children's education will be improved if the ballot propositions pass and will be hurt if they fail, they stand a very good chance of passage.

Opposition to special school elections can be roughly divided into two categories:

1. Property owner objecting to increased property taxes, and
2. Community factions disagreeing with specific school policy, programs or personnel

The first group often includes local taxpayers', realtors', resort and apartment associations and citizen's committees purporting to represent all taxpayers.

The second group often includes the rural (or suburban) versus city conflict, a school district, parents versus fixed-income (retired) persons, modern versus the "status quoers", public versus private or parochial school. They often differ strenuously with school board policy, e.g., busing programs, sex education, personalities of teachers or administrators.

HOW TO COPE WITH OPPOSITION?

If you had done your homework early in the year, you will know which of the influential individuals can be expected to provide opposition unless you ask them. Chances are that such persons and groups have developed their opposition because they feel a lack of involvement in school affairs.

Involve opponents

It's important to involve "established" opponents in school matters before you ask for support --- to ask them to help schools before you ask them to vote for you. This should be done long before the final weeks of the campaign.

"Help" can take many forms. Organizations can be asked to provide research, advisory committees to study curriculum changes, growth problems, financial problems. They can be resource persons qualified in specific fields to assist in conducting field trips.

ASK YOUR OPPONENTS FOR HELP

A personal, top level appeal from the superintendent and members of the board with the help of influential, known opponents can be dramatically effective. They have the knowledge that if the only "say" some people feel they have in school is yours, and if you are not voting, they will say "no".

Personal invitations to opponents

The superintendent and board members -- with the help of campaign coordinators -- develop a list of the 15 to 20 most influential "negatives" in the district. They are invited, in person or by phone, by the superintendent or a respected board member. A private meeting with board members, the superintendent and 3 or 4 strong supporters, to whom the negatives respect.

Be frank, invite candid complaints

The school representatives are very frank and candid. They explain the reasons for the most influential men and women in the district from the standpoint of the kids in the school district. They explain they doubt that the levy or bond issue will be passed without the negatives' help. They invite the negatives to unbuckle their seat belts. They perhaps ask the negatives if they would be willing to serve on a committee to solve a problem that prompts their school opposition.

The first group often includes local taxpayers', realtors', resort and apartment house owners' associations and citizen's committees purporting to represent all taxpayers.

The second group often includes the rural (or suburban) versus city conflict of interests within a school district, parents versus fixed-income (retired) persons, modern school advocates, versus the "status quoers", public versus private or parochial school interests and those who differ strenuously with school board policy, e.g., busing programs, sex education, or personalities of teachers or administrators

HOW TO COPE WITH OPPOSITION?

If you had done your homework early in the year, you will know which organized groups and influential individuals can be expected to provide opposition unless you do something about it. Chances are that such persons and groups have developed their opposition to schools because they feel a lack of involvement in school affairs.

It's important to involve "established" opponents in school matters before you ask them for support --- to ask them to help schools before you ask them to vote for schools. Ideally, this should be done long before the final weeks of the campaign.

"Help" can take many forms. Organizations can be asked to provide representation on citizen's advisory committees to study curriculum changes, growth problems, financing dilemmas, etc. They can be resource persons qualified in specific fields to assist in classroom projects or field trips.

ASK YOUR OPPONENTS FOR HELP

A personal, top level appeal from the superintendent and members of the school board for the help of influential, known opponents can be dramatically effective. This is based on the knowledge that if the only "say" some people feel they have in school matters is the act of voting, they will say "no".

The superintendent and board members -- with the help of campaign committee members -- develop a list of the 15 to 20 most influential "negatives" in the district. Each is personally invited, in person or by phone, by the superintendent or a respected board member to a private meeting with board members, the superintendent and 3 or 4 strong citizen supporters whom the negatives respect.

The school representatives are very frank and candid. They explain they have called together the most influential men and women in the district from the standpoint of educating all the kids in the school district. They explain they doubt that the levy or bond propositions can be passed without the negatives' help. They invite the negatives to unburden their complaints. They perhaps ask the negatives if they would be willing to serve on a committee to study the problem that prompts their school opposition.

There are several keys to the success of such meetings:

1. The opponents must be called or visited in person only by the respected board member; no letters, no calls by secretaries, no "plea" messages.

2. The meetings must be absolutely private; no press, no leaks of

3. The superintendent and school board members must demonstrate views expressed by school opponents, genuine interest in seeing them heard and genuine thanks for their willingness to attend the meeting.

4. Whenever practicable, the lay supporters present (who must be carry the load in defending or justifying the school's position.

Not every opponent who attends such a high level private session becomes a flat-out campaign supporter overnight. Most such persons their position known as pride. Those who are not immediately converted, generally find it more difficult to be as articulately aggressive following such sessions and they develop a more nearly neutral posture.

DON'T OVER-REACT

The worst thing that can happen to your campaign is to build your the publications around the opposition's charges. Early in the campaign to play the game by your rules with your strategy on your field -- not repeat what we said earlier:

Make your campaign a campaign of action based on your defense of your campaign of reaction, based on your opponent's strategy.

FAVORABLE LETTERS-TO-THE EDITOR

Specifically, one of the most important activities of your campaign is "letters-to-the-editor" campaign.

Opponents generally resort to the letter-to-the-editor column of both newspapers. This is the most often read feature in the medium most to receive school information.

There is no sound reason for leaving this valuable space exclusively opponents of schools. There is no excuse for letting the opponents of Favorable letters-to-the-editor should be organized early. They should be or to casual volunteer supporters. They should be based on whatever

Most should have been written by lay citizens, not faculty members of

Do not build campaign around opponents

Letters-to-the-editor

Organize early

There are several keys to the success of such meetings:

1. The opponents must be called or visited in person only by the superintendent, or most respected board member; no letters, no calls by secretaries, no "please call back" phone messages.
2. The meetings must be absolutely private; no press, no leaks of conversation.
3. The superintendent and school board members must demonstrate genuine respect for the views expressed by school opponents, genuine interest in seeing that their gripes are considered and genuine thanks for their willingness to attend the meeting.
4. Whenever practicable, the lay supporters present (who must be in the minority) should carry the load in defending or justifying the school's position.

Not every opponent who attends such a high level private session turns himself around and becomes a flat-out campaign supporter overnight. Most such persons have an investment in their position known as pride. Those who are not immediately converted into supporters, however, generally find it more difficult to be as articulately aggressive in their opposition following such sessions and they develop a more nearly neutral posture instead.

DON'T OVER-REACT

The worst thing that can happen to your campaign is to build your theme, your actions and your publications around the opposition's charges. Early in the campaign, you should have decided to play the game by your rules with your strategy on your field -- not the opposition's. We repeat what we said earlier:

Make your campaign a campaign of action based on your deliberate strategy, not a campaign of reaction, based on your opponent's strategy.

FAVORABLE LETTERS-TO-THE EDITOR

Specifically, one of the most important activities of your campaign committee is your "letters-to-the-editor" campaign.

Opponents generally resort to the letter-to-the-editor column of both daily and weekly newspapers. This is the most often read feature in the medium most often relied on by persons to receive school information.

There is no sound reason for leaving this valuable space exclusively or even primarily to the opponents of schools. There is no excuse for letting the opponents get in the first shots. Favorable letters-to-the-editor should be organized early. They should never be left to chance or to casual volunteer supporters. They should be based on whatever theme you have chosen.

Most should have been written by lay citizens, not faculty members or other district employees.

And there should be a large number of individually written letters setting on the newspaper editor's desk every day of the campaign during the last 9 to 12 weeks before election day.

LAST MINUTE OPPOSITION

It has been advised elsewhere in this manual to use no TV to get voters to the polls and to use only a minimum of radio, if any at all. The exception to the rule occurs when there is last minute activity by the opposition in the form of mailings, newspaper ads, radio, etc.

Have the chairman of the school board or the superintendent appear on every radio station and every TV station that is seen or heard in the district to express righteous indignation about anonymous people who come out at the last minute with innuendoes and insinuations when there is no time to answer their accusations..."That obviously their only purpose is to cripple the children's schools and destroy their opportunity to get an education."

Don't react to the accusations. You can't win the game on their field. Instead, ask what kind of people would do that to children.

ONE APPROACH TO ALL POTENTIAL OPPONENTS

All indications suggest that people, by and large, love their schools --- and school kids --- but hate special property tax levies.

With this in mind, and when nothing else seems to reach home, the following exercise, put before each voter as a section in your fact sheet or a mail-out brochure can be potent:

"I would probably vote for.....
(school district's) bond issue and levy but I won't as long as
.....
.....
.....

(fill in blanks to match your own feelings)

"No two persons always see eye to eye in school services, policies, administrative procedures or hardly anything else. The schools have simply reached the point where individual personal interpretations and feelings - - - no matter how valid they might be - - - must be set aside in the interest of providing number of children with a sound education in adequate facilities."

CONFUSION : THE MOST EFFECTIVE WEAPON

Some school leaders have resorted to campaigns of little or no substantive information, on the premise that a minimum of information will produce a minimum of opposition. Any one who thinks this way will in the long run break down any confidence people have held in their schools and in the short run, will invite disaster.

When there is lack of official, factual information generated by the school campaign, the opposition will create its own set of "facts". Confusion can be the opponents' most important weapon.

Provide enough facts

At the same time it should be remembered that there are two ways for your own campaign to invite confusion and defeat. The first is to fail, consciously or otherwise, to provide enough information to assure that a majority of voters can confidently vote "yes".

but not too many

The second way is to provide so much information, so many facts (often many of them irrelevant), that voters are diverted from the fundamental issue or just confounded by all the statistics.

Ironically, in your zeal to answer opponents or to avoid being accused of hiding the facts, you can create your own opposition. As Pogo put it, "We have met the enemy and it is us."

SUMMARY

There is no single way to guarantee passage of a school levy or bond issue. And while there are virtually no new principles of campaigning, there are many combinations of old ones which increase the odds of levy or bond issue passage.

Here is a summary of things to remember when organizing and conducting a school bond or tax levy campaign:

1. A school campaign is a two-way conversation between voters and school district personnel. Don't wait until you need something from either group before you start talking to them. The corollary to this is: Don't stop talking because the election is over.
2. The most successful school election campaigns are long range.
3. Successful elections begin with specific plans to identify and locate affirmative voters within the district.
4. The best single indicator of how a person will vote in the next school election is how he voted in the last school election.
5. The "under 30's" represent the best potential support for school elections.
6. If your levy or bond issue is worth putting on the ballot it is worth maximum support.
7. What people think is happening during the nine preceding months is more likely to influence a voter than a 12-week campaign to change his mind.
8. Rely heavily on newspapers during the campaign period.
9. Locate your opponents and neutralize their opposition by involving them in school affairs BEFORE you ask them to vote for school measures.
10. Avoid placing special school election issues on state and national primary and general election ballots whenever possible.
11. Place as few school propositions on the ballot at one time as possible.
12. The campaign committee should always be accountable to the superintendent.

13. Put a number of competent women on the campaign steering committee.
14. One of the most common mistakes is to treat all voters alike. They aren't. Treat them with respect, and respect their differences.
15. It is mandatory that the school board make known its unanimous support.
16. Faculty members can be most effective in speaking out in support of a school election issue. They should NOT use their classrooms to propagandize.
17. Distribute "official" school district publications to all parents during the campaign.
18. Civic organizations often produce the most effective workers and best supporters of school election campaigns. Look to them for leadership and assistance early in the campaign.
19. Build campaign themes around "the kids' education" and not around "the tax dollars" involved.
20. Plan your strategy early and stick to it. Your campaign should be based on your assessment and plan of action, not your opponents'.